

Curso Lectivo 2017– 2do. Trimestre.

II Actividad Evaluativa

Temas de examen

Quinto Grado

Subject: Matemáticas

Date: Miércoles 21 de junio

Teacher: Silvia Redondo

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|--|---|
| Identificar la forma correcta de escribir un decimal. Escribir el número decimal que se le da en letras. | Lectura y escritura de decimales. (hasta diezmilésimas) | Libro texto (grueso) , páginas: 78-79 |
| Resolver divisiones con cociente decimal. | Divisiones con cociente decimal. | Libro texto (grueso) , páginas:80-81 |
| Representar fracciones como números decimales. | Representación de fracciones como números decimales. | Libro texto (grueso) , páginas: 82-83. |
| Representar decimales como fracciones. | Representación de decimales como fracciones. | Libro texto (grueso) , páginas: 84-85 |
| Seleccionar la notación desarrollada correcta de números decimales. | Notación desarrollada de números decimales. | Libro texto (grueso) , páginas: 86-87 |
| Colocar y realizar adiciones y sustracciones con números decimales | Resolver adiciones y sustracciones con números decimales. | Libro texto (grueso) , páginas:90-91/92-93 |
| Multiplicación y por 10,100,1000 y 10 000. División entre 10,100,1000 y 10 000. | Multiplicar en forma abreviada por 10,100,1000 y 10 000. División entre 10,100,1000 y 10 000. | Libro texto (grueso) , páginas: 94-95 |
| Multiplicar y dividir por números mayores y menores que 1. | Multiplicación y división por números mayores y menores que 1. | Libro grueso: 98-99 |

Importante: Puede usar de referencia ejercicios del Cuaderno de Actividades (libro delgado) y ejemplos que haya en el cuaderno. En el cuaderno de Actividades NO necesariamente deben estar hechos todos los ejercicios



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Quinto Grado

Subject: Math

Date: Miércoles 21 de junio

Teacher: Cinthya Lizano

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|--|------------------|
| Model, read, and write decimals to thousandths. | LESSON 3.1: Investigate: Thousandths | Pages: 151 - 156 |
| Compare and Order Decimals | LESSON 3.2: Compare and Order Decimals | Pages: 163 - 168 |
| Round decimals to any place. | LESSON 3.4: Round Decimals | Pages: 169 - 174 |
| Add decimals using place value. | LESSON 3.8: Add Decimals | Pages: 195 - 200 |
| Subtract decimals using place value. | LESSON 3.9: Subtract Decimals | Pages: 201 - 206 |
| Find patterns in products when multiplying by powers of 10. | LESSON 4.1: Multiplication Patterns with Decimals | Pages 233 - 238 |
| Model multiplication of whole numbers and decimals. | LESSON 4.2: Multiply Decimals and Whole Numbers | Pages 239 - 244 |
| Multiply a decimal and a whole number using properties and place value. | LESSON 4.3: Multiplication with Decimals and Whole Numbers | Pages: 245 - 250 |
| Use expanded form and place value to multiply a decimal and a whole number. | LESSON 4.4: Multiply Using Expanded Form | Pages: 251 - 256 |
| Multiply and place the decimal point in decimal multiplication. | LESSON 4.7: Multiply Decimals | Pages: 271 - 276 |
| Multiply decimals with zeros in the product. | Lesson 4.8: Zeros in the Product | Pages: 277- 282 |

Memorize the multiplication tables. Bring blue or black ink pen, ruler, eraser, and a sharpened pencil.



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Subject: Social Studies

Date: Jueves 22 de junio

Teacher: Cinthya Lizano

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|--|-----------------|
| To identify the conquerors and their discoveries in the first stage. | Era of Conquest: First Stage Expeditions | Page 21 |
| To identify the characteristics of the First Stage | Characteristics of the First Stage Expedition | Page 22 |
| To identify the conquerors and their discoveries in the second stage. | Era of Conquest: Second Stage Expeditions | Pages 24 and 25 |
| To identify the characteristics of the Second Stage | Characteristics of the Second Stage Expeditions | Page 24 |
| To write about the devastating consequences for the aboriginal people (attacks, illness, slavery, royal land grant, downfall of the cacicazgos, obedience and work for the Spanish governors. | Consequences of the Spanish Conquest: demographic, social, and cultural consequences. | Page 27 |
| To write about the aborigines' chiefs and their struggle against the invaders. | Chief Kamakiri, Chief Corobici, Chief Garabito. | Page 27 |
| To explain the function of the missionaries and the frays. To explain the importance of Fray Bartolomé de las Casas. | Missionaries Fray Bartolomé de las Casas | Page 28 |
| To explain how the Costa Rican territory depended politically and economically on Spain. | Costa Rica as part of the General Captaincy of Guatemala | Page 31 |
| To identify the provinces of the General Captaincy of Guatemala. To locate the provinces on a map of Central America. Page 32 | The provinces of the General Captaincy of Guatemala: Chiapas, Guatemala, Honduras (Comayagua), El Salvador (San Salvador), Nicaragua (León), and Costa Rica (Cartago). | Pages 31 and 32 |
| To explain why the province of Costa Rica generated less interest of the authorities in Guatemala. | Costa Rica was the farthest province from the Captaincy. There was less interest in the political and economic benefits of Costa Rica. The political news arrived very late. | Page 31 |

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II Actividad Evaluativa
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Quinto Grado

Subject: English

Date: Viernes 23 de junio

Teacher: M^a Elena Segura

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|--|---|
| Compare and contrast elements from a text based on the given information | Compare and contrast | Book Module 2: EI-2, EI-6, 10, 11, 34 Reading used in class to practice reading comprehension from page 14 to 27 |
| Write a description about an important event in their life using the vocabulary words, different kinds of complete sentences, punctuation, and capitalization | Description Vocabulary words sea urchins, driftwood, algae, tweezers, concealed, hammocks, sternly, lamented | Book Module 2: 28, 29, 35, 36 Folder (example worked in class) |
| Identify and classify nouns | Regular and irregular plural nouns | Book Module 2: 37-43-201 Notebook, examples |
| Make the possessive form of a noun | Possessive nouns | Book Module 2: 75-81- 203 Notebook, example |
| Match words with their definitions | Vocabulary words canteen, confederacy, glory, quarrel, rebellion, stallion, union | Notebook (definitions) Book Module 2: 74 |

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Quinto Grado

Subject: Español

Date: Lunes 26 de junio

Teacher: Dannia Fong

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|---|--|
| Identifica los recursos formales de la poesía: versos, estrofas y rima. Resolver ejercicios de comprensión lectora de poemas (recursos formales, elementos) | Recursos formales de la poesía: versos, estrofas y rima. Comprensión lectora. | Libro grueso: 100-105. Libro delgado: 26-28. |
| Identificar elementos de la poesía: motivo, hablante y objeto lírico. | Elementos de la poesía: Motivo, hablante y objeto lírico. | Libro grueso: 106-107. |
| Elaborar oraciones usando correctamente las palabras polisémicas en la construcción de las mismas. | Palabras polisémicas. | Libro grueso: 108-109. |
| Identificar las figuras literarias y producir oraciones con ejemplos de las figuras literarias. | Figuras literarias: Símil, metáfora, personificación, hipérbole. | Libro grueso: 112-117. Material resumen del cuaderno. |
| Conjugar verbos regulares e irregulares. Identificar en un verbo la raíz y desinencia. Escribir el gerundio, participio o infinitivo de un verbo. | Conjugación de verbos regulares o irregulares. Raíz y desinencia de un verbo. Formas no personales del verbo. | Libro grueso: 118-120. Libro delgado: 30-33 |
| Identificar si una palabra tiene diptongo o hiato. Separar en forma correcta palabras con hiato y diptongo. | Diptongo e hiato. | Libro grueso: 120-121. Libro delgado: 34-35. |
| Conjugar verbos de difícil escritura en oraciones. | Verbos de difícil escritura. | Libro grueso: 122-123 |
| Producir poesías usando figuras literarias y rima consonante. | Producción de poesías con figuras literarias y rima | Cuaderno. Libro delgado: 41. |

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Quinto Grado

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| | consonante. | |
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Subject: Science

Date: Martes 27 de junio

Teacher: Cinthya Lizano

Total percentage: 20%

| OBJECTIVE | CONTENT | RESOURCE |
|---|--|--------------------------------|
| To identify the definition of pollution. To write examples of air, water, and land pollution | People Change Ecosystems: Types of pollution: Air, water, and land pollution. | Module 1: Page 261 |
| To identify the definition of nonnative species. To explain how a nonnative animal and a nonnative plant affect the environment that surrounds them. | Nonnative Species: the zebra-mussel and the garlic-mustard plant and how they affect their ecosystems. | Module 1: Page 262 |
| To identify the definition of conservation. To identify the definition of regulation. | Regulation and Conservation: Regulations for hunting or fishing | Module 1: Page 263 |
| To identify water in the three states; liquid, gas, or solid. | Water in the air: examples of water in the three states. | Module 2: Page 225 |
| To identify the definitions of: water cycle, evaporation, condensation, precipitation, sublimation, and frost formation. To write examples of evaporation, condensation, precipitation, sublimation, and frost formation. To label on a picture of the water cycle: evaporation, condensation, and precipitation. | The Water Cycle: Definitions, examples, and pictures. | Module 2: Pages 226 and 227 |
| To identify the definitions of: hydrosphere, reservoir, and salinity. To identify on a map the five regions in which the ocean is divided: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, and the Arctic Ocean. | The hydrosphere The oceans in the world. | Module 2: Page 231 |
| To identify The GulfStream current and the California Current on a map. To explain the difference between the Gulf Stream Current and the California Current. | Ocean Temperature and Circulation: The Gulf Stream Current and the California Current. | Module 2: Page 232 |
| To explain why is the ocean a helpful resource. | Ocean Resources: table salt, magnesium, drinking water, seafood, pearls and oysters farms. | Module 2: Page 233 |